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ABSTRACT

Lesson plans prepared by Adult Basic Education teachers who attended one-day mini-workshops and the participants of a six-session course held at the University of Southern California are presented. The plans are in outline format. The content areas covered are: Consumer Education (Buying Foods, Bank Checking Accounts, Telephone and Directory, Comparison Shopping, Gas Mileage, Credit, Buying a Home, Grocery Codes, Consumer Fraud, Signing Contracts, Buying Credit), Health Practices (Home Safety, Common Diseases, Immunizations, Balanced Meals, Venereal Disease, Drug Abuse, Personal and Family Hygiene, Home Remedies), Home and Family Living (Telling Time, Budgeting); and Practical Government (Ballot Propositions, Workmen's Compensation, Voting, Training for Post Office Test, Housing Problems, Governmental Agencies, Community Resources). (DB)

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# Examples of Lesson Plans in Elementary Subjects for Adults

Content Materials in Education for Adult Responsibilities

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CALIFORNIA STATE DEPARTMENT OF EDUCATION • Wilson Riles, Superintendent of Public Instruction, Sacramento, 1972

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CALIFORNIA ADULT BASIC EDUCATION

# Examples of Lesson Plans in Elementary Subjects for Adults

## Content Materials in Education for Adult Responsibilities

Prepared under the direction of

ROY W. STEEVES
Assistant Chief
Bureau of Adult Education

by

JOHN H. CAMPER
Consultant in Adult Education

## PREFACE

These materials, prepared by Adult Basic Education teachers in workshops conducted under auspices of the Bureau of Adult Education and the University of Southern California, are intended to provide others with a reference designed to acquaint them with lesson planning in Elementary Subjects for Adults, and developed within a context of performance objective, and accountability planning of the curriculum. It is our hope that in future years and as a result of participation by substantial numbers of teachers and students in the program, a course of study can be developed that will be relevant to the needs of the adult student population in most parts of the State.

J. William May
Acting Chief
Division of Instruction

E. M. DeGabriele, Chief
Bureau of Adult Education

ACKNOWLEDGEMENTS

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| | | |
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CONTENTS


| | |
|---|---|
| Preface. . . . . | iii |
| Acknowledgements . . . . . | v |
| Introduction . . . . . | 1 |
| Consumer Education . . . . . | 2 |
| Health Practices . . . . . | 13 |
| Home and Family Living . . . . . | 22 |
| Practical Government . . . . . | 24 |
| Community Resources. . . . . | 31 |
| Free and Inexpensive Materials . . . . . | 33 |

## INTRODUCTION

The lesson plans on the following pages were prepared by Adult Basic Education teachers who attended the one-day mini-workshops held in various parts of the state and the participants of the six-session course held at the University of Southern California. Lesson plans submitted by the University of Southern California participants are noted by the letters USC after the words "submitted by" at the top of the lesson plans. The reason they are noted by such designation is that they were submitted as a group and the names of the participants were not on the individual plan.

All of the plans in this handbook have been edited. In some of them, major changes were made. In others a few words were added or omitted. Overall, the submitted plans were realistic, practical and workable. It is believed that with the implementation of lessons based on these guidelines, one result will be increased student interest in all aspects of the Adult Basic Education Program.

The lesson plans included in this booklet are merely outlines. It is up to the teacher using them to fill in the details. Local needs and differences make it necessary for additional preparation by teachers before attempting to use them. Where more than one plan deals with the same subject, teachers should combine the information of each into one basic plan to meet specific needs.

CONTENT AREA: Consumer Education TOPIC: Buying Foods GRADE LEVEL: 5 - 8

PREPARED BY: USC DISTRICT: _____ COUNTY: L. A. LENGTH: 3 Hrs.

CONCEPT: The technique of buying food is a necessary skill for the poor.

PURPOSE: To aid adult students in gaining more efficient means of buying foods.

PERFORMANCE OBJECTIVES: By the end of the course the student will be able to:

1. Demonstrate his ability to make sound purchases of food by answering 70% of the items on a teacher-prepared evaluation instrument, based on experiences provided during the course.
2. Interpret date codes, compare brand contents and determine amounts of ingredients in cans and containers.
3. Compare container size in relationship to price.

---

ACTIVITIES:

1. Field trip to local market for simulated comparative shopping.
2. Demonstration of container size and contents.
3. Demonstration of can size and contents.
4. Evaluation of newspaper food ads.
5. Discussion of students' experiences in previous shopping.
6. Discussion on comparative shopping.
7. Showing of appropriate movies. (See U. S. Dept. of Agriculture listings.)
8. Discussion of the following topics:
   Freshness (date codes), price comparison and weight, "brand" food buying, special date and food sales, store displays and ads, also store health standards.

---

TEACHER PREPARATION:

1. Secure cans and containers for class discussions.
2. Secure speaker (food store manager, consumer expert, etc.).
3. Arrange field trip to market.
4. Reserve audiovisual equipment.

---

MATERIAL, AIDS:

1. Pamphlets selected to meet specific needs.
2. Movie selected to meet specific need.
3. Local food advertisements.
4. Sample cans and containers.

---

EVALUATION:

1. Provide teacher-made test.
2. Have students demonstrate knowledge or ability to read contents on cans and containers.
3. Have students demonstrate ability to read date codes.
4. Have students write out a shopping list that contains the best value - quality and quantity wise.

CONTENT AREA: Consumer Education (Math) TOPIC: Bank Checking Accounts LENGTH: 1 Hr.

PREPARED BY: Shiena Polehn DISTRICT: Hanford COUNTY: Kings GRADE LEVEL: 2 - 4

CONCEPT: ABE students need to know how to manage checking accounts.

PURPOSE: To provide the student with a knowledge of techniques for using the checking account services of a commercial bank.

PERFORMANCE OBJECTIVES: The student will be able to:

1. Correctly write a personal check.
2. Make the correct subsequent entry on the check stubs.
3. Correctly write a series of checks and maintain a correct balance on the check stubs.
4. Reconcile a bank statement with his check stubs.

---

TEACHER PREPARATION:

1. Ditto blank checks.
2. Ditto blank checking application forms.
3. Ditto bank statement forms.

---

ACTIVITIES: Students will:

1. Examine actual blank checks, cancelled checks, and bank statements.
2. Fill in a series of sample (dittoed) checks, and record entries on accompanying stubs.
3. Reconcile their entries on the check stubs with a corresponding bank statement (dittoed), deducting a service charge.

---

MATERIAL, AIDS:

1. Actual blank checks from several banks, cancelled checks, and bank statement.
2. A sheet of 8 dittoed "checks" with accompanying stubs (for each student).
3. Dittoed bank statements to "cover" these 8 checks.
4. Chalkboard demonstration (enlarged) on how to write checks, fill in stubs and balance statements.

---

EVALUATION:

1. Teacher will check each student's work to see if checks are correctly written and the correct balance arrived at.
2. Students will be asked to explain the advantages and disadvantages of having a checking account.

CONTENT AREA: Consumer Education TOPIC: Telephone & Directory GRADE LEVEL: 3 - 8

PREPARED BY: Doris Carey DISTRICT: Kings COUNTY: Kings LENGTH: 1 Class Period

CONCEPT: Adults should know how to use the telephone and all the uses of the directory.

PURPOSE: To develop ability for meaningful conversation and utilization of the telephone.

PERFORMANCE OBJECTIVES: Students will be able to:

1. Use the phone by listening to dial tone, dialing numbers correctly, using the services of the operator, holding a conversation, and correctly replacing phone in place.
2. Use all sections of the directory.
3. Make an accurate call for emergency, business, or social reasons.
4. Locate numbers from the white or yellow pages of the directory.

---

TEACHER PREPARATION:

1. Obtain directories (student may be asked to bring his own).
2. Order Tele-Kit from the local phone company.

---

ACTIVITIES:

1. Look for specific numbers in the book:
   a. White section b. Yellow section c. Blue section
2. Put on skits - using Tele-Kit for:
   a. Business call b. Grocery orders c. Party invitation d. Long distance
3. Practice using area codes.
4. Make direct dialing calls.
5. Make call using services of the operator.
6. Write emergency numbers in front of phone book.

---

MATERIAL, AIDS:

1. Tele-Kit (two phones and bell box set) from the Pacific Telephone Company, or from county schools.
2. At least one directory for every two students.

---

EVALUATION:

1. Teacher will see that each student uses instrument until he has mastered technique of dialing.
2. A check will be made on assigned numbers he was to find in all areas of directory.
3. Students and teacher will evaluate work of each student after skit.

CONTENT AREA: Consumer Education TOPIC: Comparison Shopping GRADE LEVEL: 1 - 4

PREPARED BY: Gerald Schramm - Madera; Marion Ayers - Hanford; Ledell Woody - Fresno

DISTRICT: _____ COUNTY: _____ LENGTH: 2 hrs.

CONCEPT: Low income persons should know how to shop.

PURPOSE: To teach the student the technique of shopping for the best buys.

PERFORMANCE OBJECTIVES: The student will be able to:

1. Determine the most economical products when comparing advertisements in a grocery section of the newspaper.
2. Compare cost of grocery items by comparing price, contents and measurements as shown on the labels of various products.
3. Demonstrate good shopping habits by comparing prices paid in shopping from advertisements in newspapers.

---

TEACHER PREPARATION:

1. Gather newspaper advertisements for class VSG. (Transparencies may be made of them.)
2. Collect cans, containers, boxes, etc., to use in showing differences in sizes, weights, and contents.
3. Select appropriate movie.
4. Invite guest speaker.

---

ACTIVITIES:

1. Discussion and lecture on price comparison.
2. Comparison of cans, bottles, containers, etc., for content, weight, size and price.
3. Utilization of speaker from Consumer Education Agency or local market.
4. Comparison and discussion of food advertisements.
5. Participation in simulated shopping tour.
6. Discussion of shopping. Diary kept by students. (Do not insist if student objects to keeping a personal shopping diary.)

---

MATERIAL, AIDS:

1. Newspaper advertisements.
2. Sample containers, cans, boxes, and bottles.
3. Appropriate movie.

---

EVALUATION:

1. Have students compare prices of food items in various newspaper advertisements.
2. Have students orally tell the difference in several brands of items in same size containers. Ask them to determine the best buy.

CONTENT AREA: Consumer Edu. (Math) TOPIC: Gas Mileage GRADE LEVEL: 4th & up

PREPARED BY: Mary Saxton DISTRICT: Sweetwater COUNTY: San Diego LENGTH: 3 Hrs.

CONCEPT: ABE students need to know how many miles they are getting from a gallon of gas.

PURPOSE: To help students know how much money to budget for gasoline.

PERFORMANCE OBJECTIVES:

1. Using figures from records kept of miles driven and number of gallons of gasoline purchased, the student will be able to calculate the number of miles covered for each gallon of gas.
2. On the basis of his record of miles covered for each gallon of gas, the student will be able to calculate the cost of gas for a trip covering a stated number of miles, when the cost of gas per gallon is given.
3. After determining the cost of gas in operating his automobile, the student will be able to specify the amount to be set aside for gas in a family budget based on guidelines provided by the instructor.
4. Using information given on a chart provided by a gas station, the student will be able to select from the various grades of gas (regular, half and half, or ethel) which is most economical for the operation of his particular car.

---

TEACHER PREPARATION: Ask the following questions:

1. How do you get to school? (Note number of students who drive.)
2. How far do you drive?
3. Do you know how much it costs, for gas, to operate your car?
4. Is your car economical to drive?

---

ACTIVITIES: Each student will:

1. Keep a record of miles driven in a given period of time. (1 week, 2 weeks, 1 month), and a record of gas used. Figure mileage.
2. Keep a record of miles driven on a trip and gas used. Figure mileage.
3. Figure cost of gas for regular driving and for a trip.
4. Purchase different grades and brands of gas, keeping the above records in the same manner in order to provide a comparison of products.

---

MATERIAL, AIDS:

1. Automobile and notebook or paper on which to record miles traveled and gas used.
2. Chalk board or overhead projector transparencies.
3. Chart showing correct type of gas for various automobiles.

---

EVALUATION:

1. Teacher will ascertain if student used procedures in arriving at the correct answers for miles used per gallon of gas, cost per trip, and budget percent to be applied to gas purchase.
2. Student's budget procedure will be evaluated to ascertain whether it follows guidelines taught.
3. Choice of gas will be checked with chart provided at gas station to ascertain whether the right choice was selected.
4. Student will explain his purchases to determine if class was advantageous.

CONTENT AREA: Consumer Education TOPIC: Credit GRADE LEVEL: 7 - 8

PREPARED BY: Marilyn Matthews DISTRICT: El Monte COUNTY: L. A. LENGTH: 3 class periods

CONCEPT: Both borrower and lender have responsibilities in a credit situation.

PURPOSE: Be able to determine if a credit purchase is wise and realistically evaluates the cost to the borrower

PERFORMANCE OBJECTIVES: At the end of the Unit on Borrowing, students given an actual or hypothetical borrowing situation should be able to describe:

1. The advantages and obligations of the borrower, as discussed in class.
2. The risks assumed by the lender, as shown in class discussions.

---

TEACHER PREPARATION:

1. Prepare transparencies.
2. Order questionnaire.
3. Select movie.
4. Obtain speaker.
5. Gather background information.

---

ACTIVITIES:

1. Comparison of an item's cost as a cash purchase and a credit purchase under various plans available in the community.
2. Completion of questionnaire, "How do you rate yourself as a borrower?"
3. Showing of appropriate movie. (Check listing from local library or school's audiovisual department.)
4. Utilization of a lecturer from a credit institution.

---

MATERIAL, AIDS:

Transparencies, questionnaire, wall chart showing who uses credit, and truth about credit.

---

EVALUATION:

1. With 90% accuracy, students should be able to read and define 12 credit terms shown in the transparencies or used on the wall chart.
2. Make a decision on whether or not to make a hypothetical credit purchase, giving 3 reasons for the decision. The teacher will evaluate his decisions on the basis of instructions given during lessons.

CONTENT AREA: Consumer Education TOPIC: Buying a Home GRADE LEVEL: 5 - 8

PREPARED BY: S. A. Kopp DISTRICT: El Centro COUNTY: Imperial LENGTH: Six 1-Hr. Sessions

CONCEPT: Home Ownership is now a greater reality for low income persons.

PURPOSE: To show the student the techniques of buying a home.

PERFORMANCE OBJECTIVES: At the conclusion of this lesson, the student will be able to:

1. List at least ten standards for home construction according to F.H.A. rules and regulations.
2. Determine type and size of home to purchase for his income bracket, based on guidelines provided by the teacher.
3. Give the steps necessary for going through the process of buying a home.
4. Compare the advantages of buying or renting a home.

---

TEACHER PREPARATION:

1. Secure information on housing standards from local F.H.A. office.
2. Review budget criteria to determine amount to be set aside for housing.
3. Secure speaker on housing.
4. Make plans for field trips to visit areas and homes.
5. Secure area maps.

---

ACTIVITIES:

1. Class discussions.
2. Visits to appropriate homes and areas.
3. Secure speaker from F.H.A. or Housing Authority.
4. Exercises on budgeting for home expenses.
5. Study newspaper advertisements - homes for sale.
6. Visit a real estate office.

---

MATERIAL, AIDS:

1. City maps.
2. Want Ad sections of newspapers.
3. Pamphlets from F.H.A.

---

EVALUATION:

1. Have student list as many housing standards as possible, (at least ten standards should be correctly listed).
2. Have student describe the type of home he would buy and the amount he should pay each month.
3. Have student list the steps he would take to purchase a home.
4. Have student compare buying a home with renting.

CONTENT AREA: Consumer Education TOPIC: Grocery Codes GRADE LEVEL: 4-6

PREPARED BY: USC DISTRICT: _____ COUNTY: L.A. LENGTH: 3 Hrs.

CONCEPT: The ability to read grocery codes will enable low income community residents to secure fresher foods.

PURPOSE: To help students become proficient in reading grocery codes.

PERFORMANCE OBJECTIVES: The student:

1. Will be able to translate at least ten codes when a list is presented by the teacher.
2. Will demonstrate his ability to shop better by showing through the use of a shopping diary that techniques taught in class are being utilized.

---

TEACHER PREPARATION:

1. Secure translations of various codes pertaining to quality and freshness.
2. Contact speaker from Department of Agriculture, Consumer Agency or local food market.
3. Collect wrappings, labels and other samples showing grocery codes.

---

ACTIVITIES:

1. Visit local markets and note coding systems.
2. Listen to guest speaker from local grocery store.
3. Study labels containing codes.
4. Keep shopping diary of coded articles purchased.
5. Read and discuss pamphlets.

---

MATERIAL, AIDS:

1. Pamphlets (Local Ralph's Markets Pamphlet on Grocery Codes).
2. Coded food labels.

---

EVALUATION:

1. Ask students to interpret codes from list provided by teachers.
2. Check students' diaries to ascertain whether or not techniques are used.

CONTENT AREA: Consumer Education TOPIC: Consumer Fraud GRADE LEVEL: 3 - 8

PREPARED BY: USC DISTRICT: _____ COUNTY: L.A. LENGTH: _____

CONCEPT: Persons in the disadvantaged area suffer more from fraud than any other group.

PURPOSE: To alert the student to various types of fraud to which he may be subjected.

PERFORMANCE OBJECTIVES: The student will be able to:

1. Describe at least ten types of consumer fraud as discussed during classroom discussions.
2. List ten sources of help when confronted with fraudulent practices.
3. Name ten agencies concerned with consumer fraud.

---

TEACHER PREPARATION:

1. Read background information on consumer fraud, ("On Guard", Los Angeles County District Attorney's Office).
2. Secure speaker.
3. Select appropriate movie.
4. Secure pamphlets and bookiets (local Police Department, Better Business Bureau, etc.).

---

ACTIVITIES:

1. Discuss the following topics: (a) Mail Fraud; (b) Car Purchasing Frauds; (c) Contracts; (d) Door-to-Door salesmen; (e) False Advertising; (f) Credit Frauds; (g) Criminal Frauds, and others.
2. Have Guest lecturer - (Consumer Education Bureau, Better Business Bureau, Attorney General's office, local Police Dept.).
3. Have classroom discussions and lecture by teacher.
4. Evaluate advertising of automobiles and other items.
5. Utilize movies and/or other audiovisual aids.
6. Read and discuss pamphlets.

---

MATERIAL, AIDS:

1. Pamphlets.
2. Audiovisual equipment.
3. Advertising materials.
4. Sample contracts.

---

EVALUATION:

1. Have students describe orally or in writing various fraudulent practices.
2. Ask students to list as many fraudulent practices that they can.
3. Ask students to list sources to contact when faced with fraud.
4. Ask students to list remedies for guarding against fraud.

CONTENT AREA: Consumer Education TOPIC: Signing Contracts GRADE LEVEL: 3 - 8

PREPARED BY: USC DISTRICT: _____ COUNTY: L.A. LENGTH: 3 Hrs.

CONCEPT: Many ABE students are victims of "Tricky" contracts.

PURPOSE: _____

PERFORMANCE OBJECTIVES: At the conclusion of this lesson the student will be able to:

1. Identify those sections of contracts which have adverse effect on persons signing them.
2. Find and evaluate the "small print" found in contracts.

---

TEACHER PREPARATION:

1. Secure or "ditto" sample contracts.
2. Become familiar with various contracts (door-to-door sales, credit, used car, etc.).
3. Secure speaker (Better Business Bureau).
4. Lecture and discussion.
5. Secure appropriate movie.

---

ACTIVITIES:

1. Role playing (door-to-door sales techniques, used car sales, etc.).
2. Study of various types of contracts.
3. Lecture and discussion.
4. Movie. (Check listing from local library and school audiovisual catalogue.)
5. Guest speaker.
6. Discuss pamphlets (Better Business Bureau).

---

MATERIAL, AIDS:

1. Sample contracts.
2. Movie (selected from audiovisual catalogue).
3. Guest speaker.
4. Pamphlets.

---

EVALUATION:

1. Ask students to list "pitfalls" found in sample contracts.
2. Ask students to interpret "small print" of contract.

CONTENT AREA: Consumer Education TOPIC: Buying Credit GRADE LEVEL: 3 - 8

PREPARED BY: USC DISTRICT: _____ COUNTY: L.A. LENGTH: 6 Hrs.

CONCEPT: Disadvantaged persons suffer more from bad credit practices than any other group.

PURPOSE: To present effective way of obtaining and using credit.

PERFORMANCE OBJECTIVES:

1. Given a list of hypothetical examples relating to credit versus cash purchases, the student will distinguish between the advantages of each in accordance with information provided during the lesson.
2. Given a list of items needed in the home, the student will select those items that are best purchased on credit, using criteria discussed during this lesson.
3. Given a list of credit institutions, the student will be able to identify those that are less expensive to deal with.

---

TEACHER PREPARATION:

1. Secure booklet, pamphlets, etc.
2. Secure speaker (credit union, bank, etc.).
3. Secure credit forms from different types of credit institutions.
4. Reserve A.V. equipment.
5. Order movie and/or filmstrips on credit (Household Finance Corp., etc.).

---

ACTIVITIES:

1. Discussion on credit.
2. Comparison of "small print" on credit applications and contracts.
3. Discussion of pamphlets on credit.
4. Visit local credit establishments and write reports.
5. Observation of newspaper clippings on consumer fraud.
6. Discussion of truth in lending laws.

---

MATERIAL, AIDS:

1. Movies and filmstrips: (a) You Take the Credit; (b) Your Money Matters - order from National Consumer Finance Association, Washington, D.C. Films: (a) The Wise Use of Credit; (b) The Littlest Giant.
2. Pamphlets.
3. Credit applications and contracts.

---

EVALUATION:

1. Provide examples from which student will select those which are best for cash purchases and those which are better for credit purchases, pointing out the advantage of each.
2. From a scrambled list of items, the student is asked to list those that are better purchased for cash and those that are best purchased on credit.
3. The student is asked to list lending institutions available to him in rank order in terms of cost for credit.

CONTENT AREA: Health Practices TOPIC: Home Safety GRADE LEVEL: 1 - 8

PREPARED BY: USC DISTRICT: _____ COUNTY: L. A. LENGTH: 5 Hrs.

CONCEPT: Home safety is often dependent upon the ability to read warning labels.

PURPOSE: To have students develop an awareness of the importance of warning labels on containers.

PERFORMANCE OBJECTIVES: At the conclusion of this lesson, the student will be able to:

1. Identify ten different hazardous substances in various locations of the home.
2. List in writing five techniques for poison-proofing the home.
3. Explain the meaning of precautionary labels on ten selected bottles and containers.
4. Identify danger symbols on bottles and containers.

---

TEACHER PREPARATION:

1. Gather pamphlets, booklets, etc.
2. Gather samples of bottles, containers, etc., with warning symbols and labels.
3. Contact guest speakers.

---

ACTIVITIES:

1. Listen to speaker from County Health Department.
2. Discussion on hazards found in the home.
3. Illustration of hazardous labels by using sample containers, bottles and cans.
4. Discussion of freeing the home from poisonous substances.

---

MATERIAL, AIDS:

1. Movie.
2. Sample bottles and containers.
3. Pamphlets.

---

EVALUATION: Have students:

1. List 10 dangerous substances found in the home.
2. Tell, orally or in writing, how to make a home "poison proof".
3. Explain the precautionary label and symbols on 10 sample containers.
4. Tell the meaning of danger symbols found on containers.

CONTENT AREA: Health Practices TOPIC: Common Diseases GRADE LEVEL: 3 - 8

PREPARED BY: USC DISTRICT: _____ COUNTY: L.A. LENGTH: 5 Sessions

CONCEPT: A knowledge of disease symptoms and causes is an essential factor for low income families.

PURPOSE: To acquaint the student with symptoms, causes and cures of common diseases.

PERFORMANCE OBJECTIVES: At the conclusion of this lesson, the student will be able to:

1. Match symptoms, causes and cures of at least ten common diseases when given a scrambled list of symptoms, causes and cures.
2. List at least two preventive measures for diseases listed above.

---

TEACHER PREPARATION:

1. Secure guest speaker (Public Health Agency).
2. Collect appropriate pamphlets (Public Health Agency).
3. Read background information and prepare lecture.
4. Select appropriate movie.

---

ACTIVITIES:

1. Hear guest lecturer (Public Health representative, doctor, etc.).
2. Read and discuss health pamphlets.
3. See appropriate movie.
4. Hear teacher lecture, followed by class discussion.

---

MATERIAL, AIDS:

1. Pamphlets.
2. Movie.
3. Guest speaker.

---

EVALUATION:

1. Have student match symptoms, causes and cures from a list containing each of these.
2. Have student give preventive measures for each of the diseases listed above.

CONTENT AREA: Health Practices TOPIC: Immunizations GRADE LEVEL: 1 - 8

PREPARED BY: Mary Saxton DISTRICT: Sweetwater COUNTY: San Diego LENGTH: 3 Hrs.

CONCEPT: ABE students need to realize the importance of immunizations for themselves and families

PURPOSE: To encourage use of free health services offered by County Health Departments to all residents.

PERFORMANCE OBJECTIVES:

1. Following discussions on immunizations, students will be able to select from a list provided by the teacher those immunizations given by the local clinics.
2. At the end of this lesson, students and their families needing immunications will submit to them.

---

TEACHER PREPARATION:

1. Secure speaker.
2. Secure film.
3. Reserve A.V. equipment.
4. Make arrangements for vaccinations.

---

ACTIVITIES:

1. Listen to county nurse who will explain immunications.
2. See film, "Jenner and Smallpox Vaccinations".
3. Visit to Health Center by class to receive vaccinations and/or immunications.
4. Discussion of:
   a. Different kinds of immunizations and why they are important.
   b. What would happen if people stopped receiving immunizations.
   c. The need for good health.
   d. List immunizations offered at Health Center.

---

MATERIAL, AIDS:

1. Film projector and film.
2. Speaker (Nurse).
3. Chalkboard or overhead projector transparencies.
4. Automobiles to transport class members to Health Center.

---

EVALUATION:

1. Students should receive vaccinations and immunizations.
2. Students will take families to Health Center for services.
3. Students to select from a list those immunizations provided at local clinics.

CONTENT AREA: Health Practices TOPIC: Balanced Meals GRADE LEVEL: 1 - 3

PREPARED BY: Lynn Robinson DISTRICT: Sweetwater COUNTY: San Diego

LENGTH: 3 Hrs.

CONCEPT: Many Adult Basic Education students lack the knowledge of planning well balanced meals.

PURPOSE: To inform students how health can be improved through the use of well balanced meals.

PERFORMANCE OBJECTIVES: Upon completion of the lesson, the student will:

1. Be able to list the four basic food groups, both orally and in written form, using vocabulary presented.
2. Categorize foods presented in the lesson, placing them (upon questioning by the teacher) into each of the four groups.
3. List, orally and in written exercises, the number of servings needed for a person from each of the four food groups. The reading material in the lesson will provide the information.

---

TEACHER PREPARATION:

1. Prepare visual aids.
2. Prepare sample menus.
3. Select proper tape recordings.

---

ACTIVITIES:

1. Study basic vocabulary and sentence patterns orally with the aid of an overhead projector.
2. Clarify meanings of words and sentences.
3. Show the vocabulary words in written form.
4. Look at pictures in printed form and write words describing them.
5. Reinforce the vocabulary and sentence patterns by using the taped lessons.
6. Perform a written exercise in the basic vocabulary.
7. Answer the questions presented at the end of the lesson.

---

MATERIAL AND AIDS:

1. Overhead projector.
2. Blackboard.
3. Tape recorder
4. Lesson handouts.

---

EVALUATION:

1. Listen for correct student response to oral questions answered and note the vocabulary.
2. Check ability to write the vocabulary through the short quiz.
3. Determine students' understanding of sentence structures and basic concepts of his written responses to the questions presented in the lesson.

CONTENT AREA: Health Practices TOPIC: Venereal Disease GRADE LEVEL: 3 - 5

PREPARED BY: USC DISTRICT: _____ COUNTY: L.A. LENGTH: 2 Sessions

CONCEPT: A knowledge of venereal disease detection and prevention is essential to all persons.

PURPOSE: To provide the student with techniques of detecting and preventing venereal disease.

PERFORMANCE OBJECTIVES: At the conclusion of this lesson the student will be able to:

1. Detect and describe the symptoms of syphillis and gonorrhea.
2. Choose the causes, effects and preventions of syphillis and gonorrhea from a list of mythical and factual causes, effects and preventions.
3. List names and addresses of V.D. Treatment Centers.

---

TEACHER PREPARATION:

1. Collect pamphlets and other materials.
2. Select appropriate movie.
3. Secure speaker from county health office.
4. Read background materials.

---

ACTIVITIES:

1. Lecture and discussion on V.D.
2. Guest resource person.
3. Movie on V.D.
4. Discussion of literature on V.D.

---

MATERIAL, AIDS:

1. Pamphlets.
2. Movie.
3. List of Clinics.

---

EVALUATION:

1. Have students list symptoms of syphillis and gonorrhea.
2. Provide list of causes, effects and preventive measures of different diseases, ask to point out those relating to V.D.
3. Have students list names and addresses of V.D. treatment centers.

CONTENT AREA: Health Practices TOPIC: Drug Abuse GRADE LEVEL: 1 - 8

PREPARED BY: USC DISTRICT: _____ COUNTY: L. A. LENGTH: 3 Sessions

CONCEPT: Drug Problems Affect all Communities.

PURPOSE: To teach the harmful effects of barbiturates.

PERFORMANCE OBJECTIVES: At the conclusion of this lesson, the student will be able to:

1. Choose the symptoms of barbiturates abuse from a list of abnormal human behaviors.
2. Describe the appropriate time and situation to a drug when given a list of various drugs.
3. Describe the appearance of various barbiturates when given a list containing the names of such drugs.

---

TEACHER PREPARATION:

1. Secure speaker. (Police Dept., Health Center, Narcotic Prevention, etc.)
2. Secure Drug Kit from Drug Control Center.
3. Secure pamphlets, booklets, etc.
4. Read background materials.

---

ACTIVITIES:

1. Panel discussion.
2. Guest speaker.
3. Field trip; Drug Control Center.
4. Teacher-led discussion.
5. Drug Kit study and discussion.

---

MATERIAL, AIDS:

1. Drug Kit.
2. Pamphlets.
3. Speakers.

---

EVALUATION:

1. When given a list of various abnormal physical behaviors, have the student select those that are identified with the use of barbiturates.
2. Have students orally tell the correct use of various barbiturates.
3. Have students describe the physical appearance of various barbiturates.

CONTENT AREA: Health Practices & Home and Family Living TOPIC: Drug Abuse

PREPARED BY: Dick Colunga DISTRICT: El Centro COUNTY: Imperial

GRADE LEVEL: 4th & Above LENGTH: 2 Weeks

CONCEPT: All parents should be concerned about the drug problem.

PURPOSE: To help parents become more aware of drug use by children.

PERFORMANCE OBJECTIVES: After the conclusion of this lesson, the student will be able to:

1. List at least ten drug offenses committed by children.
2. Describe some of the effects of drug usage on the child.
3. List some of the child's sources of drugs.
4. Describe at least ten different harmful drugs as discussed in class.
5. Describe the characteristics of a person under the influence of drugs.

---

TEACHER PREPARATION:

1. Prepare questions for discussion: How are drugs obtained? What drugs are being used? How can one under the influence of drugs be detected?
2. Secure speaker from Narcotics Bureau, Police Department, or other agency.
3. Secure pamphlets.
4. Reserve audiovisual equipment.

---

ACTIVITIES:

1. Pass out and discuss pamphlets.
2. Show appropriate movie.
3. Have speaker show samples of drugs if possible.
4. Have general class discussion.
5. Discuss news items on drug abuse, arrests, etc.

---

MATERIAL, AIDS:

1. Pamphlets.
2. Sample drugs.
3. Movies.
4. Newspaper clippings.

---

EVALUATION:

1. Have students make a list of ten drug offenses, (glue sniffing, paint inhalation, pills, etc.).
2. Have students describe orally or in writing the effects of drugs on the child.
3. Have students list drug sources.
4. Have students describe the various types of drugs.
5. Have students describe reactions of persons under influence of drugs.

CONTENT AREA: Health Practices TOPIC: Personal & Family Hygiene

PREPARED BY: USC DISTRICT: _____ COUNTY: L. A. GRADE LEVEL: 1 - 8

LENGTH: 5 Sessions

CONCEPT: Good health and hygiene practices are essential to all people.

PURPOSE: To provide the student with information on sound health practices.

PERFORMANCE OBJECTIVES: At the conclusion of this course, students will be able to:

1. List twenty-five practices that contribute to good hygiene.
2. Identify those practices which contribute to poor health habits.
3. Develop a positive program for family hygiene.
4. Identify and properly use ten products and tools designed for health care.

---

TEACHER PREPARATION:

1. Secure pamphlets from local Health Department.
2. Secure speaker (Health Nurse, Doctor, etc.).
3. Select appropriate movie.
4. Prepare lecture.
5. Collect health charts.
6. Secure sample hygienic products and tools.

---

ACTIVITIES:

1. Guest speaker.
2. Lecture (care of eyes, teeth, ears, etc.; body cleanliness; hygienic habits).
3. Demonstration on use of health tools and products.
4. Discussion of health charts.
5. Select movie on health.
6. Discussion of pamphlets.

---

MATERIAL, AIDS:

1. Health charts.
2. Pamphlets.
3. Movie.
4. Health tools and products.

---

EVALUATION:

1. Have students list as many good health habits as possible.
2. From a scrambled list of good and poor health habits, have the student make two lists - one of good habits, another of poor habits.
3. Have students draw up a family health plan.
4. Have students list and explain use of various health tools and products.

CONTENT AREA: Health Practices TOPIC: Home Remedies GRADE LEVEL: 3 - 8

PREPARED BY: USC DISTRICT: _____ COUNTY: _____ LENGTH: 5 Days

CONCEPT: Students should be able to determine whether home remedies are helpful.

PURPOSE: To gain knowledge of sound medical cures and improve English skills.

PERFORMANCE OBJECTIVES: To gain knowledge of sound medical cures and improve English skills.

1. Select from a list of various home and folk remedies, those which are medically sound based on information gained in this class.
2. Describe the conditions under which home and folk medicines are valid medications.
3. Improve reading and writing skills as shown by increase in score on post-test as compared with score on pretest.
4. Name proper medications to use in place of ineffective home and folk remedies.

---

TEACHER PREPARATION:

1. Prepare for classes by:
   a. Securing resource persons.
   b. Securing list of various home and folk remedies.
   c. Securing pamphlets from County Health Department.
2. Motivate class by having an introductory discussion on importance of the topic before starting the lesson.

---

ACTIVITIES:

1st Day. Discuss home remedies (goose grease on chests as a remedy for colds, cobwebs to stop bleeding, etc.). Have student write a paragraph on home remedies. Check for mechanics.

2nd Day. Have resource person, (doctor, public health nurse, etc.) give lecture. Students take notes which are evaluated for proper notetaking techniques.

3rd Day. Have students read pamphlets and discuss them. If time permits, have students rewrite paragraphs of first day's lesson and read for content and construction.

4th Day. Field trip to clinics, medical agencies, etc. Students will write reports on information gathered to be corrected for content and construction.

5th Day. General discussion and review. Evaluation.

---

MATERIAL, AIDS:

1. Pamphlets.
2. Resource persons.

---

EVALUATION:

1. Compare paragraph written on the first day with the one written on the third day. (Note improvement in knowledge and skills.) Provide students with a list of home remedies from which legitimate ones can be selected.
2. Give pretest and post-tests on reading and writing skills. (Compare scores.) Have students name (orally or in writing) the correct medications to use in place of home and folk remedies.

CONTENT AREA: Home and Family Living TOPIC: Telling Time GRADE LEVEL: 1 - 3

PREPARED BY: Lynn Robinson DISTRICT: Sweetwater COUNTY: San Diego LENGTH: 2 Hr

CONCEPT: The inability to tell time has caused problems for some disadvantaged adults.

PURPOSE: To develop the ability to tell time and gain an appreciation of its importance.

PERFORMANCE OBJECTIVES: At the termination of this lesson, the student will be able to:

1. Correctly tell the time as shown on the face of a clock.
2. Distinguish the difference between afternoon and before noon, as related to the clock.
3. Distinguish the difference between seconds, minutes, and hours.

---

TEACHER PREPARATION:

1. Prepare large cardboard clock face with movable hands.
2. Work out detailed plans for clock discussion.

---

ACTIVITIES:

1. Illustrate various times on cardboard clock face. Ask students to set hands of clock for different times.
2. Discuss time and its importance to occupational success.
3. Discuss time in cooking and other aspects.
4. Provide mathematic activities dealing with minutes, seconds, and hours.
5. Use menu planning with emphasis on the time factor.

---

MATERIAL, AIDS:

Teacher-made cardboard clock. (There are commercially designed models. Consult the local curriculum Lab.)

---

EVALUATION:

1. Ask student to tell time as shown on cardboard clock.
2. Ask student to tell whether time is A.M. or P.M.
3. Give student problem involving seconds, minutes, and hours.

CONTENT AREA: Home and Family Living TOPIC: Budgeting GRADE LEVEL: 4 - 8

PREPARED BY: Marilyn Matthews DISTRICT: El Monte COUNTY: Los Angeles

LENGTH: Ten 1-hour sessions

CONCEPT: With budgeting and long-range planning it is possible to live within income.

PURPOSE: Enable students to plan wholesome, tasty meals within a realistic budget and to shop wisely. Wise use of credit buying.

PERFORMANCE OBJECTIVES: After 10 class sessions, women students should be able to plan menus for a family of four for one week on a budget of $25. In the same length of time, men students will be able to make a 12-month estimated budget of family expenses to determine whether or not the family can afford a car.

The budget will be based on guidelines provided by the teacher.

---

TEACHER PREPARATION:

1. Secure food advertisements.
2. Secure sample packages, etc.
3. Make arrangements for field trips (grocery store, car lot).
4. Secure automobile advertisements.
5. Get background information.

---

ACTIVITIES: Women in class:

Study the food advertisements in local newspaper, plan menus, and make a complete marketing list. Visit local supermarket, and for each of the choices, note the brand name, size of container, type of food, and price.

Make a second food shopping expedition to an independent store or supermarket in a fancier neighborhood. Compare market lists and report to class on the comparison.

Men in class:

Pick a car by reading advertisements, talking to friends, and visiting used car lots.

Figure financing by starting with the price of the car, and determining what you can afford for down payment and what you owe for each monthly payment.

Figure future bills on car, gas mileage, tune-ups, tires, breakdowns, routine expenses, and emergencies.

Determine cost and type of automobile insurance needed.

---

MATERIAL, AIDS:

1. Newspaper and magazine advertisements for used car lots and supermarkets.
2. Budget work sheet, Budgeting Game.
3. Visit to supermarket and used car lot could be incorporated into a field trip.

---

EVALUATION:

1. Completion of itemized list of foods needed for menus for a family of four for a week. List to include quantity and kind of food, plus prices. Total should not exceed $25 as budgeted by family.
2. Selection of car, list of items needed, cost of upkeep, downpayment, and monthly installment payments. Comparison with 12-month family budget, and decision as to whether family can afford a car.

CONTENT AREA: Practical Government TOPIC: Ballot Propositions LENGTH: 1 Week

PREPARED BY: Marilyn Matthews DISTRICT: El Monte COUNTY: L.A. GRADE LEVEL: 1 - 8

CONCEPT: Each ballot issue has pros and cons. Both sides of a question should be studied before a decision is reached. After reaching a decision each citizen has a duty to cast his ballot in every election.

PURPOSE: Realization of the importance of duty each citizen has to partake in government.

PERFORMANCE OBJECTIVES: By the end of the week each student will read the pros and cons of the propositions on the ballot and be able to report to the class on one assigned ballot issue. At least 60% of the registered voters in the class will cast their ballots in the election, and 60% of nonregistered voters will register.

---

TEACHER PREPARATION:

1. Study issues.
2. Secure sample ballots.
3. Engage speaker from League of Women Voters.

---

ACTIVITIES: Assign each student a proposition on the ballot. Give each one a League of Women Voters' publication in order that he may have unbiased opinions to the pros and cons of the issue. Have each student report to class pros and cons of the assigned issue. After reports and discussion, class has mock election. Compile results and compare with actual election results. Have exercise in using sample ballot.

---

MATERIALS AND AIDS: Sample ballots. List of propositions with pros and cons published by League of Women Voters. Mock ballots.

---

EVALUATION:

1. After the election, teacher will take a poll of the number of registered students who voted.
2. Within one month after this lesson, teacher will take a poll to ascertain how many nonregistered students registered to vote.
3. The teacher will have the students explain the meaning of issues on the ballot.

CONTENT AREA: Practical Government TOPIC: Workmen's Compensation

PREPARED BY: Small Group-L.A. Workshop DISTRICT: L. A. GRADE LEVEL: 4 - 6
LENGTH: 2 Lessons of 3 Hrs.

CONCEPT: Students should exercise their right to Workmen's Compensation when needed.

PURPOSE: To acquaint students with the means to get Workmen's Compensation when needed.

PERFORMANCE OBJECTIVES: Student will be able to:

1. Identify 10 rules and regulations pertaining to Workmen's Compensation rights as provided by the instructor when presented with a list of various rules and regulations.
2. Select from a group of 8 cases those which are entitled to Workmen's Compensation.
3. List steps necessary to obtain Workmen's Compensation.
4. Give name, address, phone number, etc., of agency or persons to contact in regard to Workmen's Compensation.

---

TEACHER PREPARATION:

1. Prepare handouts with rules and regulations. (Selected for pertinency by the instructor.)
2. Names, addresses, and phone numbers of contacts.
3. Contact speaker.
4. Read and acquaint yourself with problems encountered by individuals in the area of Workmen's Compensation.
5. Make provision for visual aids.

---

ACTIVITIVES:

1. Role-playing.
2. Speaker.
3. Field trip to Workmen's Compensation court session.
4. Discussion of handouts.
5. General discussion.

---

MATERIAL, AIDS, EQUIPMENT:

1. Handouts.
2. Video tape recorder if available.
3. Case studies.
4. Sample blank applications for Workmen's Compensation.

---

EVALUATION:

1. Score 70% on test regarding Workmen's Compensation.
2. Select cases of those entitled to Workmen's Compensation from several case studies provided.
3. List steps taken to obtain Workmen's Compensation.
4. Give in writing or orally, names, addresses, and phone numbers of agencies or persons to contact regarding Workmen's Compensation.

CONTENT AREA: Practical Government TOPIC: Voting GRADE LEVEL: 1 - 8

PREPARED BY: Mary Saxton DISTRICT: Sweetwater COUNTY: San Diego
LENGTH: Three Class Periods (3 Hrs.)

CONCEPT: ABE students need to recognize the power of their vote.

PURPOSE: To promote student participation in government.

PERFORMANCE OBJECTIVES:

1. After a discussion of the meaning of the questions on a voter's registration form, the student will be able to answer all questions asked by a voter registrar.
2. Following the visit of the voter registrar to the class, 90 percent of the students will have registered to vote.

---

TEACHER PREPARATION:

1. Prepare transparencies.
2. Contact speaker.
3. Secure sample registration forms.
4. Discuss voting rights and advantages.
5. Discuss and clarify all questions asked about when one registers.
6. Discuss the advantages of becoming a registered voter.

---

ACTIVITIES:

1. Role playing to actually answer questions asked by registrar.
2. Studying transparencies on overhead projector listing questions asked by registrar.
3. Listening to a voter registrar.
4. Registering to vote during the visit by the registrar.

---

MATERIAL AIDS:

1. Sample registration book page.
2. Chalkboard.
3. Transparencies.

---

EVALUATION:

1. Students will be asked to respond to questions asked on the voter registration form.
2. Following the visit of the voter registrar to the class, a head count will be taken to determine how many students registered to vote.

CONTENT AREA: Practical Government TOPIC: Training for Post Office Test

PREPARED BY: Shirley Carlson DISTRICT: Berkeley COUNTY: Alameda LENGTH: 3 Hrs.

GRADE LEVEL: 7 - 8

CONCEPT: Because of repeated previous failure, many disadvantaged adults are uncomfortable in taking tests. Many failures are due to fear and lack of knowledge of test-taking techniques.

PURPOSE: To have the student develop skills in test taking and to alleviate fear of tests.

PERFORMANCE OBJECTIVES:

1. After instruction and practice in techniques of taking tests, the student will show less anxiety when presented with sample tests in class.
2. The student will show an increase in scores when scores of pretests are compared with scores on post-tests.

---

TEACHER PREPARATION:

1. Secure sample tests.
2. Study test materials.
3. Invite post office personnel official.
4. Visit post office to become acquainted with jobs before class starts.

---

ACTIVITIES:

1. Review simple material to get basic skill in eye-hand proficiency.
2. Study and explain how to be: (a) More accurate. (b) More rapid. (c) More confident when taking tests of all kinds.
3. Introduce test taking as a kind of serious experience.
4. Discuss tests and how we all feel about them.
5. Give a quick one-minute practice test.
6. Discuss results, feelings, etc. of test and try that same test again.
7. Give a reasonable facsimile of post office test in four parts: (a) Address checking. (b) Memory. (c) Words and vocabulary. (d) Number series.
8. Discuss each part and problem therein.

---

MATERIAL, AIDS: Materials used are several and varied simulated tests, which include:

1. Eye ability.
2. Hand responding to speed.
3. Vocabulary review.
4. Reading review.
5. Arithmetic and number series.
6. Memory ability: Short term - long term.
7. Varied timed tests of above.

---

EVALUATION: These are evident in actual Civil Service test scores and reactions reported as to how student reacted in actual test situation. The student's over-all attitude toward tests - is the attitude one of confidence or fear?

The final step would be enacted when the student is hired and working in a career of his or her choice.

A by-product would be a continuous interest in self-improvement.

CONTENT AREA: Practical Government TOPIC: Housing Problems GRADE LEVEL: 3 - 8

PREPARED BY: USC DISTRICT: _____ COUNTY: L.A. LENGTH: 3 Hrs.

CONCEPT: Poor housing is one of the main problems of the disadvantaged adult.

PURPOSE: To develop an awareness of techniques for improving housing conditions.

PERFORMANCE OBJECTIVES: By the end of this lesson the student will be able to:

1. List five major agencies serving community housing needs.
2. Explain housing rules and regulations as given during class discussions and lectures.
3. Explain local housing codes.
4. Describe rights and privileges of landlords and tenants as explained in class instruction.
5. Describe neighborhood tenant associations.

---

TEACHER PREPARATION:

1. Secure background information on housing.
2. Collect leaflets and pamphlets.
3. Arrange field trip to local housing office.
4. Secure copies of housing codes, tenants association rules, etc.
5. Contact speaker.

---

ACTIVITIES:

1. Field trip to local housing office.
2. Lecture and discussion.
3. Reading and discussion of housing codes, rules and regulations.
4. Guest speaker (housing official, landlord, tenants association representative, etc.).

---

MATERIAL, AIDS:

1. Pamphlets.
2. Copies of housing codes.
3. Guest speaker.

---

EVALUATION:

1. Have students list housing agencies.
2. Have students orally explain or write the meaning of housing codes, rules and regulations discussed in class.
3. Have students list the rights and responsibilities of tenants.
4. Have students explain purposes and benefits of tenants association.

CONTENT AREA: Practical Government TOPIC: Governmental Agencies GRADE LEVEL: 4-8

PREPARED BY: Cooper, Matthews, Porter & School DISTRICT: _____ COUNTY: L.A.

LENGTH: 3 Sessions

CONCEPT: In order to raise their status, low income persons must be able to utilize local government.

PURPOSE: To provide the student with a knowledge of the techniques of utilizing local government.

PERFORMANCE OBJECTIVES: At the end of this lesson student will be able to:

1. Name governmental officials that affect them directly.
2. Specify methods of communicating with various civic and community agencies.
3. List governmental problems that concern their daily lives and the agencies which can aid in their solutions.
4. Identify the agency to be contacted to solve specific personal, family or community problems.

---

TEACHER PREPARATION:

1. Secure background information.
2. Collect pamphlets, and other printed materials.
3. Pick up films about city government.
4. Contact speakers.

---

ACTIVITIES:

1. Discuss specific problems and sources of relief from them.
2. Read and discuss pamphlets.
3. Hear guest speaker. (City council representative, fire, police or other departmental representative, representative from League of Women Voters, representative from local community agency such as Urban League, Welfare Rights, etc.)
4. Visit meeting of a civic body. (City Council, school board, etc.)
5. Hear teacher lecture followed by class discussion.

---

MATERIAL, AIDS:

1. City maps.
2. Pamphlets. (Civic agencies)
3. Film.
4. Speakers.

---

EVALUATION:

1. Have student list the various branches of government and show how each relates to his well being.
2. Name civic officials who should be responsive to students' needs.
3. List personal or community problems and indicate agencies to be contacted for solving them.

CONTENT AREA: Practical Government TOPIC: Community Resources GRADE LEVEL: 3 - 8

PREPARED BY: USC DISTRICT: _____ COUNTY: _____ LENGTH: 3 Sessions

CONCEPT: Survival in the poor community is often dependent on the residents' knowledge of its resources and how to use them.

PURPOSE: To provide the student with a knowledge of his community resources.

PERFORMANCE OBJECTIVES: At the end of this lesson, the student will be able to:

1. Describe the functions of at least 10 community agencies in his residental area.
2. Identify orally or in writing the names of at least 20 resources or agencies in his community.
3. Locate, on a neighborhood map, at least 20 agencies designed for serving the needs of the community.

---

TEACHER PREPARATION:

1. Secure speaker from the local service center.
2. Collect pamphlets from the various agencies serving the community.
3. Arrange field trip to various community agencies.
4. Make slides of various agencies to use when discussing their functions and locations.
5. Obtain maps of the area.
6. Prepare lecture and discussion materials.

---

ACTIVITIES:

1. Teacher-led discussion on community resources available to students.
2. Guest speaker from a local agency having multiple purposes. (A State Service Center representative would be a good choice.)
3. Field trip to some local agencies.
4. Class discussion on pamphlets from various agencies.
5. Class viewing of slides made by the teacher on community agencies.

---

MATERIAL, AIDS, EQUIPMENT:

1. Pamphlets.
2. Slides made by teacher.
3. Slide projector.
4. Maps of the area.
5. Listing of community resources.

---

EVALUATION:

1. Have student describe, orally or in writing, the services rendered by at least ten agencies in his community.
2. From a list of agencies and a list of functions, have the student match the correct agency with its function.
3. Have the student check the location of at least twenty agencies on a map drawn for this purpose.

## SUGGESTED COMMUNITY RESOURCES

A. Types of resources:

1. Free and inexpensive materials
    a. Posters and pamphlets
    b. Films, slides and filmstrips
2. Speakers
3. Field trips
4. Available services for securing information

B. Examples of various resources:

1. Governmental agencies
    a. University of California Agricultural Extension Service and Cooperative Extension Service
    b. Local Government
        (1) City councilman's office
        (2) City agencies
    c. County Government
        (1) Supervisor's office
        (2) Health Department
        (3) Voter Registrar's office
    d. State Government
        (1) Department of Motor Vehicles
        (2) Department of Health
        (3) Service Centers
        (4) Office of Economic Opportunity
        (5) Human Resources Development
    e. Federal Government
        (1) Internal Revenue Service
        (2) Department of Agriculture
        (3) Department of Health, Education and Welfare
            (a) Social Security
            (b) Public Health Services
            (c) Medicare
2. Nonprofit Groups
    a. American Red Cross
    b. American Heart Association
    c. Tuberculosis Association
    d. Welfare Rights Groups
    e. National Urban League
3. Political Action Groups
    a. Legal Aid Society
    b. Constitutional Rights Foundation
    c. League of Women Voters

4. Business or Trade Groups

   a. Local trade unions
   b. Chamber of Commerce
   c. Better Business Bureau
   d. Dairy Council of California

5. Individual Businesses and Companies

   a. Public Utilities
      (1) General and Pacific Telephone Companies
      (2) Local Gas Company
      (3) Local Electric Company
   b. Insurance Companies
   c. Food Markets
   d. Banks and Loan Companies (Household Finance Company)
   e. Credit Unions

# FREE AND INEXPENSIVE MATERIALS FOR TEACHING SOCIAL LIVING TO ADULT ELEMENTARY SUBJECTS STUDENTS

Prepared by
John H. Camper

Teaching the various areas of social living does not have to be an expensive venture. As a matter of fact, the most meaningful and useful instructional materials in these areas are those that are free or of very little cost. Printed materials, films, filmstrips, charts, posters and so forth can generally be obtained for the cost of postage or less.

Such items as blank checks, deposit slips and withdrawal slips, pamphlets on banking and budgeting, and other aids may be secured from most local banks. Requests written on official school stationery often result in the obtaining of other teaching materials. Post offices, telephone and telegraph companies, bus, railroad and airline stations, state and local governmental agencies, are all sources of free materials relating to their particular scope of operations.

A wealth of materials is found in public libraries and curriculum laboratories. Schools and organizations with programs for the older out-of-school youths may have materials that they have used with success or they may be able to supply teachers of adults with sources of free and inexpensive materials that they have obtained.

The following publications list many sources of free and inexpensive materials. Materials ordered from them should first be reviewed to ascertain whether or not they are suited for students to whom they are to be given.

1. George Peabody College for Teachers: Free and Inexpensive Learning Materials. Nashville, Tenn. 1966-67

2. Educators Progress Service: Educators Guide to Free Social Studies Materials. Randolph, Wisconsin 1961

3. Association Films, Inc. (Lists free films) 347 Madison Avenue, New York, N. Y. 10017 (catalogue)

4. Modern Picture Service, Inc. (Lists free film) 3 East 54th Street, New York (catalogue)

In the pages to follow, lists of free and inexpensive materials are provided for teachers of elementary subjects for adults. The list is by no means complete. Opposite some of the titles is the reading level of the material. It is suggested that sample copies be ordered before securing quantities for class use. The sample copies should be evaluated for reading level, adult interest and their usefulness in meeting the objectives sought. Most of the sources listed publish more materials than those listed. A request for a list of other materials should be made to them. The address for each source listed is given the first time that source appears under each subject heading.

## CONSUMER EDUCATION

| NO. | TITLE | SOURCE | DATE | COST |
|---|---|---|---|---|
| 1. | BE A GOOD SHOPPER | Federal Extension Service<br>Dept. of Agriculture | 1965 | $ .05 |
| 2. | BUYER, BE WARY | Public Affairs Pamphlets<br>381 Park Avenue, South<br>New York, N. Y. 10013 | 1967 | .25 |
| 3. | CONSUMER, BEWARE-A GUIDE TO INSTALLMENT BUYING | A.F.L.-C.I.O. Request #47<br>815 Sixteenth St., N.W.<br>Washington, D. C. 20006 | 1968 | .15 |
| 4. | A DISCUSSION OF FAMILY MONEY-HOW BUDGETS WORK AND WHAT THEY DO | Institute of Life Insurance<br>277 Park Avenue<br>New York, N. Y. 10017 | 1967 | Free |
| 5. | FAMILY FOOD BUDGETING | Superintendent of Documents<br>Washington, D. C. 20402<br>(Request Home and Garden Bulletin #94) | 1964 | .10 |
| 6. | THE FAMILY MONEY MANAGER | Institute of Life Insurance | 1967 | Free |
| 7. | FAMILY MONEY PROBLEMS | Public Affairs Pamphlets | 1967 | .25 |
| 8. | GUIDE TO BUDGETING FOR THE FAMILY | Superintendent of Documents<br>(Request Home and Garden Bulletin #108) | | .10 |
| 9. | HOW TO BUY BEEF ROASTS | Superintendent of Documents<br>(Request Bulletin 8 K/S) | 1968 | .10 |
| 10. | HOW TO BUY EGGS | Superintendent of Documents<br>(Request Bulletin 7 K/S) | 1968 | .05 |
| 11. | MONEY IN YOUR LIFE | Institute of Life Insurance | 1968 | Free |
| 12. | MONEY MANAGEMENT-YOUR AUTOMOBILE DOLLAR | Household Finance Corp.<br>Prudential Plaza<br>Chicago, Illinois 60601 | | .25 |
| 13. | READ THE LABEL | Food and Drug Administration<br>Washington, D.C. 20402 | | Free |
| 14. | STOP, LOOK, INVESTIGATE | Federal Trade Commission<br>Pennsylvania Ave. at 6 NW<br>Washington, D.C. 20580 | | Free |
| 15. | TRUTH IN LENDING-WHAT IT MEANS TO YOU | A.F.L.-C.I.O. | | Free |

| NO. | TITLE | SOURCE | DATE | COST |
|---|---|---|---|---|
| 16. | YOUR FINANCIAL WORKSHEET | Institute of Life Insurance | 1967 | Free |
| 17. | YOUR RETIREMENT | Institute of Life Insurance | 1967 | Free |
| 18. | WHERE DOES THE MONEY GO | Steck-Vaughn Company<br>P.O. Box 2028<br>Austin, Texas 78767 | | $ .96 |
| 19. | NEW FABRICS, NEW CLOTHES, AND YOU | Steck-Vaughn | | 1.65 |
| 20. | YOU AND YOUR MONEY | Steck-Vaughn | | .72 |
| 21. | THE MONEY YOU SPEND | Follett Publishing Company<br>1010 W. Washington Blvd.<br>Chicago, Ill. 60607 | | .81 |
| 22. | FIGURE IT OUT #1,(GRS. 0-4) | Follett Publishing Company | | .96 |
| 23. | FIGURE IT OUT #2,(GRS. 5-8) | Follett Publishing Company | | 1.08 |
| 24. | KNOWING HOW TO BUDGET AND BUY | Follett Publishing Company | | .87 |
| 25. | INVESTING YOUR SAVINGS | Follett Publishing Company | | .87 |
| 26. | PAYCHECK | Follett Publishing Company | | .69 |
| 27. | UNDERSTANDING CONSUMER CREDIT | Follett Publishing Company | | .87 |
| 28. | YOU AND YOUR PAY | Follett Publishing Company | | .69 |
| 29. | CONSUMER BUYING GUIDES:<br>A. Shoes<br>B. Bed Pillows<br>C. Men's Dress Shirts<br>D. Sheets and Pillow Cases<br>E. Fabrics<br>F. Foundation Garments<br>G. Swimwear<br>H. Sweaters<br>I. Slips<br>J. Men's and Boy's Sport Coats<br>K. Towels<br>L. Gloves<br>M. Small Appliances<br>N. Bedding<br>O. Tires | J. C. Penney Company, Inc.<br>1301 Avenue of the Americas<br>New York, N. Y. 10019 | | .05 ea. |
| 20. | FINANCING A NEW PARTNERSHIP | J. C. Penney Company, Inc. | | 1.00 |

| NO. | TITLE | SOURCE | DATE | COST |
|---|---|---|---|---|
| 31. | FIRST AID FOR FURNITURE | Johnson Wax Co. Dept. NSC<br>Racine, Wisconsin 53403 | | Free |
| 32. | FLOORS IN THE HOME | Johnson Wax Co. | | Free |
| 33. | MONEY MANAGEMENT BOOKLETS | Household Finance Corporation | | .25 ea. |
| | A. Your Automobile Dollar | | 1965 | |
| | B. Your Equipment Dollar | | 1964 | |
| | C. Your Savings and Investment Dollar | | 1963 | |
| | D. Your Health and Recreation Dollar | | 1964 | |
| | E. Your Shopping Dollar | | 1965 | |
| | F. Your Budget | | | |
| | G. Children's Spending | | 1965 | |
| | H. Your Food Dollar | | | |
| | I. Your Clothing Dollar | | | |
| | J. Your Shelter Dollar | | | |
| | K. Your Home Furnishing Dollar | | | |
| 34. | CHECKING ACCOUNT HANDBOOK | The Chase Manhattan Bank<br>1 Chase Manhattan Plaza<br>New York, N. Y. 10015 | | Free |
| 35. | CONSUMER CREDIT AND YOU | National Consumer Finance Association<br>1000 - 16th Street, N.W.<br>Washington, D. C. 20036 | | Free |
| 36. | MIRACLES OF CREDIT | National Consumer Finance Association | | Free |
| 37. | FAMILY BUDGET SLIDE KIT | National Consumer Finance Association | | Free |
| 38. | GETTING THE MOST FOR YOUR FAMILY'S LIFE INSURANCE DOLLAR | Association Press<br>291 Broadway<br>New York, N. Y. 10007 | | .75 |
| 39. | CONSUMER CREDIT FACTS FOR YOU | Chase Manhattan Bank | | .15 |
| 40. | USING YOUR MONEY WISELY | American Bankers Association<br>Banking Education Committee<br>90 Park Avenue<br>New York, N. Y. 10017 | 1967 | Free |

HEALTH PRACTICES

| NO. | TITLE | SOURCE | COST |
|---|---|---|---|
| 1. | HOME NURSING | Local Chapter, American Red Cross | $1.50 |
| 2. | WE ARE WHAT WE EAT | Steck-Vaughn Company<br>P.O. Box 2028<br>Austin, Texas 78767 | .96 |
| 3. | HEALTH FOR HAPPINESS | Steck-Vaughn | 1.65 |
| 4. | STEPS TO HEALTH (GR. 4) | Steck-Vaughn | .84 |
| 5. | EXPLORING HEALTH (GR. 5) | Steck-Vaughn | .92 |
| 6. | HEALTH FOR EVERY DAY (GR. 6) | Steck-Vaughn | .92 |
| 7. | BUILDING A HEALTHY BODY (GR. 7) | Steck-Vaughn | .92 |
| 8. | HEALTHFUL LIVING (GR. 8) | Steck-Vaughn | .92 |
| 9. | BREASTFEEDING #353 S | Public Affairs Pamphlets<br>381 Park Avenue, South<br>New York, N. Y. 10016 | .25 |
| 10. | NINE MONTHS TO GET READY #376 | Public Affairs Pamphlets | .25 |
| 11. | WILL MY BABY BE BORN NORMAL #272 | Public Affairs Pamphlets | .25 |
| 12. | YOUR NEW BABY #353 | Public Affairs Pamphlets | .25 |
| 13. | ATTITUDES AND PLATITUDES | The Travelers Insurance<br>1 Tower Square<br>Hartford, Connecticut 06115 | |
| 14. | SAFETY TIPS FOR HOUSECLEANING TIME | Johnson Wax Company<br>Department NSC<br>Racine, Wisconsin 53403 | Free |
| 15. | PLANS FOR LIVING, YOUR GUIDE TO HEALTH AND SAFETY | Fearon Publishers<br>2165 Park Blvd.<br>Palo Alto, California 94306 | 1.50 |
| 16. | VENEREAL DISEASE: MAN AGAINST A PLAGUE | Fearon Publishers | 1.00 |
| 17. | YOU ARE HEREDITY AND ENVIRONMENT | Follett Publishing Co.<br>1010 Washington Blvd.<br>Chicago, Illinois 60607 | .69 |
| 18. | DON'T GET HOOKED! | Public Service League on Drugs<br>Frontier Oil Bldg.<br>P.O. Box 3550<br>McAllen, Texas 78501 | Free |

| NO. | TITLE | SOURCE | COST |
|---|---|---|---|
| 19. | CANCER OF THE LUNGS (25K) | Superintendent of Documents<br>U. S. Government Printing Office<br>Washington, D. C. 20250 | .10 |
| 20. | CIGARETTE SMOKING AND LUNG CANCER | American Cancer Society<br>219 E. 42nd Street<br>New York, N. Y. 10017 | Free |
| 21. | COMMON COLD | Superintendent of Documents | .05 |
| 22. | FACTS ABOUT SMOKING AND HEALTH | Superintendent of Documents | .10 |
| 23. | GOOD TEETH | Superintendent of Documents | .10 |
| 24. | PLEASE DON'T EAT THE POISON IVY | Superintendent of Documents | .15 |
| 25. | POISON IVY, OAK AND SUMAC | Superintendent of Documents | .05 |
| 26. | FAMILY IMMUNIZATION RECORD | Superintendent of Documents | 2.00 per Hundred |
| 27. | JOHNNY GETS THE WORD | Superintendent of Documents | .15 |
| 28. | FOOD AND CARE FOR DENTAL HEALTH | National Dairy Council<br>111 North Canal Street<br>Chicago, Illinois 60606 | .10 |
| 29. | GUIDE TO GOOD EATING POSTER<br>GUIDE TO GOOD EATING LEAFLETS | National Dairy Council<br>National Dairy Council | .20<br>.01 |
| 30. | GOOD GROOMING GUIDE FOR BUSY GUYS | Winthrop Laboratories<br>90 Park Avenue<br>New York, N. Y. 10016 | Free |
| 31. | BE TRUE TO YOUR TEETH OR THEY WILL BE FALSE TO YOU! | Devonshire Publishing Co.<br>Order Department Box 4765<br>Detroit, Michigan 48134 | Free |
| 32. | HAPPINESS IS NO MORE MEASLES | Adult Education Resources Center<br>Montclair State College<br>Upper Montclair, New Jersey 07043 | Free |
| 33. | IN CASE OF FIRE-HAVE YOU MADE YOUR ESCAPE PLANS | National Fire Protection Association<br>60 Batterymarch Street<br>Boston, Massachusetts 02110 | Free |
| 34. | YOUR PERSONAL HEALTH RECORD | Metropolitan Life Insurance Company<br>1010 - 3rd Avenue<br>New York, N. Y. 10022 | Free |

## HOME AND FAMILY LIVING

| NO. | TITLE | SOURCE | COST |
|---|---|---|---|
| 1. | CLOTHING TEACHING MATERIALS FOR LOW INCOME FAMILIES (KIT) | Superintendent of Documents<br>U. S. Government Printing Office<br>Washington, D. C. 20250 | $1.75 |
| | Individual Booklets: | | |
| | A. Tapering Pants | | .10 |
| | B. Make the Waistline Fit on Pants | | .10 |
| | C. Changing the Hem on a Dress or Skirt | | .10 |
| | D. Measure Before You Buy Used Clothes for Your Boy or Girl | | .10 |
| | E. Fix New Clothes to Make Them Last Longer | | .15 |
| | F. Making Pants Longer or Shorter | | .15 |
| | G. Replacing a Zipper | | .10 |
| 2. | TO BE A MOTHER - TO BE A FATHER | Planned Parenthood-World Population<br>515 Madison Avenue<br>New York, N. Y. 10022 | .25 |
| 3. | HAVE YOUR NEXT BABY WHEN YOU WANT IT | Planned Parenthood-World Population | .15 |
| 4. | THE LOPEZ FAMILY | Steck-Vaughn Company<br>P. O. Box 2028<br>Austin, Texas 78767 | .72 |
| 5. | A DAY WITH THE BROWN FAMILY | Croft Education Services<br>100 Garfield Avenue<br>New London, Conn. 06320 | .80 |
| 6. | HOW TO TREAT CARPET PROBLEM SPOTS AND STAINS | Johnson Wax Company<br>Dept. NSC, 1525 Howe Street<br>Racine, Wisconsin 53403 | Free |
| 7. | FURNITURE FINISHING METHODS AND FINISH CARE | Johnson Wax Company | Free |
| 8. | SIMPLIFIED HOUSEKEEPING DIRECTIONS FOR HOMEMAKERS | Superintendent of Documents | .15 |
| 9. | HOW TO MAKE HOUSECLEANING EASIER | Johnson Wax Company | Free |
| 10. | THE NEW ABC'S OF HEALTH INSURANCE | Institute of Life Insurance<br>Health Insurance Institute<br>277 Park Avenue<br>New York, N. Y. 10017 | Free |

PRACTICAL GOVERNMENT

| NO. | TITLE | SOURCE | COST |
|---|---|---|---|
| 1. | FINDING OURSELVES (MAP READING) | Frank E. Richards Publishing Company, Inc.<br>215 Church Street<br>Phoenix, N. Y. 13135 | $1.50 |
| 2. | NEWS FOR YOU (WEEKLY NEWSPAPER) | New Readers Press<br>Box 131<br>Syracuse, N. Y. 13205 | .08 |
| 3. | JOB DISCRIMINATION IS ILLEGAL | Public Affairs Pamphlets<br>381 Park Avenue, South<br>New York, N. Y. 10016 | .25 |
| 4. | HUMANIZING THE CITY | Public Affairs Pamphlets | .25 |
| 5. | MY COUNTRY, REV. (GR. 3-4) | Steck-Vaughn Company<br>P. O. Box 2028<br>Austin, Texas 78767 | .72 |
| 6. | THEY WORK AND SERVE (GR. 4-5) | Steck-Vaughn Company | 1.65 |
| 7. | HOLIDAYS AND HISTORY (GR. 5-6) | Steck-Vaughn Company | 1.65 |
| 8. | THEY SERVED AMERICA (GR. 4-5) | Steck-Vaughn Company | |
| 9. | OUR UNITED STATES (GR. 5-6) | Steck-Vaughn Company | .96 |
| 10. | BE INFORMED BY READING YOUR NEWSPAPER | New Readers Press | .60 |
| 11. | THE CHALLENGE OF CRIME TO OUR SOCIETY | Superintendent of Documents | .10 |
| 12. | HANDBOOK ON THE LAW OF SEARCH AND SEIZURE | Superintendent of Documents | .30 |
| 13. | STUDY LESSONS ON DOCUMENTS OF FREEDOM | Follett Publishing Company<br>1010 W. Washington Blvd.<br>Chicago, Illinois 60607 | .96 |
| 14. | SOCIAL SECURITY INFORMATION | Local Social Security Office | Free |
| 15. | CONSTITUTION -- UNITED STATES AND CALIFORNIA | Office of State Printing<br>Legislative Bill Room<br>California State Capitol, Rm.215<br>Sacramento, California 95814 | Free |
| 16. | YOUR VOTE COUNTS IF-- | Woman's Division<br>Board of Missions<br>Methodist Church Service Center<br>7820 Reading Road<br>Cincinnati, Ohio 45237 | |

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